LITERATURE REVIEW

PET FACILITATED THERAPY IN CORRECTIONAL INSTITUTIONS

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INTRODUCTION

This paper reviews the available literature on the therapeutic and vocational benefits of pet facilitated therapy (PFT) in correctional institutions. PFT is considered an applied science that uses animals to solve human problems (Gammonley and Yates, 1991). This program is found more often in psychiatric hospitals, nursing homes and rehabilitation centers than in correctional facilities. Consequently, much of the available research is focused on those institutions rather than in prisons. However, the demonstrated benefits of the PFT programs reported in those settings have positive implications for correctional planning.

There are four main themes evident in the literature:

1. describing the essential components of an animal therapy program
2. documenting the therapeutic and vocational benefits of PFT
3. describing the planning required to successfully implement these programs
4. describing the key elements for an evaluation framework

A. Methodology

Several different sources were consulted during the research phase of this literature review. The Internet was particularly useful, as there is a site containing the names of organizations involved with PFT, literature titles and stories about PFT. Several organizations were also contacted, including the Delta Society, Latham Foundation, Friends For Folks at the Lexington Correctional Center, and the Human-Animal Bond Association of Canada (HABAC). Leading experts in the field, Dr. Leo. K. Bustad, Dr. Earl O. Strimple, and Phil Arkow were also consulted for guidance. Further, videos on some PFT programs in correctional institutions were observed. Finally, interviews were conducted with some of the participants and the co-ordinator of the *Friends For Folks* program.

B. Defining PFT

Pet-facilitated therapy is also known as animal-facilitated therapy (AFT), human/companion animal bond (H/CAB), or animal-assisted therapy (AAT). In *Pets and Mental Health*, James Harris of the Montclair Veterinary Clinical Hospital in Oakland, California defines the human-animal bond as "that physical, emotional, intellectual, and philosophical relationship that occurs between a person or family unit and an animal." (Cusack, 1988).

These definitions express the rich and fulfilling relationship that develops between a person and an animal. With few exceptions, animals exude unconditional love for their owners and vice versa. Animals have been shown to be very perceptive to their owners' emotions and will often stay close by when they sense something is wrong. In this way, they can be understood as offering non-threatening support. People who own animals, or have the opportunity to work with them are most able to appreciate the impact of their companionship and love.

C. Literature

This literature review relies primarily on American sources as most of the prison programs were initially developed in the United States. The leading experts in the field are also based in the United States. While academic attention has increased significantly in the realm of human-animal interaction in the last ten to fifteen years, there are still problems. Significant financial support continues to prove elusive. (Rowan and Beck, n.d.). As a consequence, there are abundant anecdotal and qualitative assessments but few completed controlled, empirically based studies. As Rowan and Beck write:

> *Today, serious epidemiological studies cost hundreds of thousands of dollars but most grants to study human-animal interactions are for $10 000 or less. A few large grants would, however, change the negative or neutral attitudes of many academics since there is nothing quite like the lure of significant research funding to concentrate the mind and convert even the most cynical of sceptics.*

D. Background - A Brief Overview

PFT is not a new: in 1792 the York Retreat in York, England, "...included animals as part of the living environment and encouraged patients to care for them. A forerunner of positive reinforcement programs, the York Retreat stressed positive, rather than punitive, means to control behaviour." (Cusack, 1988). Since then, countless programs have been established. Some of the more successful and well-known programs include Bethel in Bielefield, West Germany, founded in 1867, and in the United States, at the Paw!ing Army Air Force Convalescent Hospital in Pawling, New York in the 1940s (Cusack, 1988).

i. PFT In Prisons

There are many prison pet programs in existence in such countries as Canada, United States, England, Scotland, Australia, and South Africa. In Canada, there is an active PFT program active at the Nova Institution for Women in Truro, Nova Scotia, and another about to be re-implemented in the Burnaby Correctional Center for Women. At Nova, *Pawsitive Directions* aims to introduce women inmates to the basics of dog husbandry and training (Logan, 1996). As well, since 1992, the Burnaby Correctional Center for Women (BCCW) in British Columbia has had a canine program. It has recently been reviewed and modified in order to re-establish the program at that institution.

The types of animals used and the format of the program varies widely. Animals used in the various PFT programs include mice, guinea pigs, birds, fish, horses, cats and dogs, farm animals, wild animals, domestic animals, and exotic animals; though dogs are the most common. Pets provide unconditional love and acceptance; they offer spontaneous affection and undying loyalty (Cusack, 1988). Offenders often experience loneliness as an impact of incarceration; and animals have been shown to significantly reduce feelings of isolation and frustration (Moneymaker and Strimple, 1991).

Some prisons establish the program for the sole benefit of the inmates (e.g. the PAL program in Lorton, Virginia) while others implement PFT with the added goal of saving unwanted animals. (e.g. Friends For Folks program in Lexington, Oklahoma). Descriptions of these programs will be provided in the section entitled *Therapeutic Aspects*. An overview of the different types of programs is presented in below.

Program	**Description**
Visitation Programs	Companion animals brought by humane society or non-profit organization
Wildlife Rehabilitation Programs	Inmates care for injured wildlife which are then released
Livestock Care Programs	Calf raising by juvenile offenders Fish breeding, livestock care
Pet Programs	Companion animals owned and cared for by individual inmates
Assistance Animal Socialization Programs	Guide or hearing dogs/puppies raised by inmates
Vocational & Community Service Programs	Inmates care for wild horses Inmates groom and train companion and assistance dogs

The following is a list of PFT programs successfully implemented in correctional institutions and still active today:

Country	***Name of Program***
Canada	Pawsitive Directions, Nova Institution for Women in Truro, Nova Scotia Burnaby Correctional Center for Women (BCCW) Canine Program in Burnaby, British Columbia
United States	Prison-Pet Partnership Program (PPPP), Washington State Correction Center for Women (WCCW) in Gig Harbor, WA Friends For Folks Program, Lexington Correctional Center in Lexington, Oklahoma People-Animals Love (PAL) Program, District of Columbia Correctional Facility in Lorton, Virginia
England	The Garth Prison Pet Program in Lancashire
Scotland	Community Services Aquatic Club, Saughton Prison in Edinburgh
Australia	Guide Dog Program, Beechworth Training Prison in Beechworth, Victoria
	Pets as Therapy Program (PAT), Adelaide Women's Prison in Northfield, South Australia
South Africa	Companion Animal Programs, Department of Correctional Services

An overview of some of the PFT programs in correctional institutions are described in *Appendix I.*

ii. PFT in Nursing Homes

In nursing homes, PFT provides residents with:

> A form of non-threatening, reassuring, non-verbal communication and tactile comfort, and to help to break the cycle of loneliness, hopelessness and social withdrawal. Many of who had been detached and unhappy. In many cases, the pet dogs involved residents in walks and other activity, helping to improve physical and emotional well being (SCAS, 1987).

According to Katcher (1988), the role of pets and domestic animals is closely related to the physiological and psychological well being of humans, especially as related to touch, intimacy, and nurturance. Animals can give undivided attention to often-lonely elderly residents, something that the staff do not always have time to provide. The results of a study completed by Perelle and Granville (1997) suggest that when animals are introduced into an institutional environment, they provide a catalyst for positive social behaviour change. The animals provide a unique contribution to the institutional environment.

The benefits an institution can receive by implementing a pet therapy program include[1]:

- a more relaxed atmosphere
- an improved sense of patient/[inmate] self-worth
- a necessary diversion
- companionship

> Companion animals can be utilized in nursing-retirement communities to relieve resident's feelings of loneliness, depression and boredom. Individuals have also exhibited dramatic improvements in their ability to interact and communicate with other residents and staff. (Cusack and Smith, 1984)

iii. PFT in Psychiatric Hospitals

One of the more powerful examples of the benefits of a PFT program can be found at the Oakwood Forensic Center (formerly known as Lima State Hospital for the Criminally Insane) located in Lima, Ohio. David R. Lee, a psychiatric social worker at the institution, started the program in 1975:

> One day about eight years ago, it was discovered that a patient had found an injured sparrow in the large prison courtyard and had carried the small bird to a ward housing the hospital's most depressed, non-communicative patients. Although no wild life or even plants were permitted in wards at that time, attendants and patients alike joined in the conspiracy to keep this bird regardless of rules. Patients adopted the bird -- and the results were remarkable.

[1] Adapted from "Animals In Institutions" written by Dave Lee in *Dynamic Relationships in Practice: Animals in the Helping Profession*, edited by Phil Arkow.

> Despondent and non-communicative men began catching insects for the small sparrow and caring for it. For the first time in this ward for the severely disturbed, patients began acting as a group and relating openly with staff. (Lee, 1983)
>
> A comparison study between two wards, identical except one had pets and one didn't, demonstrated statistically what the staff already knew. The medication level was double in the ward without pets, as was the incidence of violence and suicide attempts (Lee, 1983).

A formal pet therapy program was put into place. The success of the PFT program at Oakwood is an indication of how powerful the presence of animals can be. Lee attributes the success of the program to the measures put in place for its implementation, which included documenting progress, establishing guidelines to ensure human care and an overall system of monitoring (Lee, 1983). In short, critical planning is key for the success of any PFT program. The Oakwood Program has the following goals:

Psychological testing was used to evaluate the progress of each characteristic listed below within 90 days of the program.

1. Improve *self-esteem*
2. Providing non-threatening, non-judgmental *affection*
3. Stimulating a responsible *attitude* within the pet caretaker
4. Catalyze *communication*
5. Improvement of the *atmosphere*
6. Provide a new focus of *attraction*
7. Provide a necessary *diversion*
8. Provide needed *companionship*

THERAPEUTIC ASPECTS OF PFT IN AN INSTITUTIONAL SETTING

A. Health

The physiological benefits of owning a pet is well-documented; many studies report that pet ownership reduces health problems such as cardiovascular diseases (Rowan and Beck, n.d.; Serpell, 1993). Erika Friedmann and her colleagues studied the effect of pet ownership on patients recovering from hospitalization for myocardial infarction (heart attack) or severe angina pectoris (pain caused by lack of oxygen to the heart). In one study, 50 out of 53 pet owners were alive 1 year after hospitalization compared to only 17 out of 39 persons who did not own pets; this finding was independent of the health status of the subjects (Cusack, 1988). Interestingly, research has also shown that while talking to pets lowers blood pressure, talking to people raises it (Arkow, 1982). Dr. James Serpell conducted a 10-month study comparing pet owners and non-pet owners:

> The pet owners reported a reduction in minor health problems and took considerably more physical exercise. In contrast, the non-pet owners showed no statistically

> significant changes in health or behaviour, apart from a small increase in recreational walking. The results of this study appear to demonstrate beneficial changes in health and behaviour in most of the people acquiring pets. No explanation for the mechanisms responsible for the observed changes in pet owners emerges from these findings. The results of this study suggest that pet ownership also has positive health benefits, and these deserve further study. (Serpell, 1993)

Rowan and Beck (n.d.) also support the benefits of pet ownership:

> Most of the people noted that the pets provided them with companionship and a sense of security and the opportunity for fun/play and relaxation. Animals allow people to experience bonding. Pets are non-judgmental in their love...

B. Interviews - Lexington Correctional Center

This medium security institution has a population of 800; currently there are approximately 20 inmates involved in the program with a growing waiting list. *The Friends for Folks* program is extremely popular at Lexington and even those who are not involved are very excited about it. This program train dogs to assist the elderly and the disabled. Once trained, the dogs are passed on to senior citizens and nursing homes. The inmates have trained some of the dogs to assist those in a wheelchair to pick up dropped items while other dogs assist the hearing impaired to alert the owner when the telephone or doorbell rings. Overall, the presence of the animals has generated more communication among the inmates and generally relaxed the mood of the institution.

The co-ordinator of *Friends For Folks*, Sergeant Jack Cottrell and three inmates participating in the program were interviewed for this project and provided an invaluable contribution. The inmates were very open and enthusiastic throughout the interview. Please see Appendix II for a list of questions posed during this interview.

James

James is presently serving two life sentences and has been in this program for 6 years. He decided to participate because he had "nothing to do" and now feels that he is not wasting his time. His request to participate was granted one year after of submitting his application. Since beginning this program, he has acquired dog grooming and health skills from the classes he has attended. He also learned more grooming and training skills from reading on his own and he shares his knowledge with others. His success in the program has encouraged him to complete his GED and take writing courses at the college level. In short, his success in the program and subsequent increase in his self-confidence has given him the push he needed to pursue other goals.

The program has also affected him emotionally. With his dog, he finds he is able to express his feelings more often and not feel others would see that as a sign of weakness. Prior to his involvement in this program, James felt he had nothing to lose. Since good behaviour is a

prerequisite for participation in the program, there is a tangible difference in the way he deals with his anger. Now when he gets frustrated, he calms down to think and rationalize his thoughts because the wrong actions can cost him his ability to participate in the program. The greatest change James can see in himself since he started this program is his ability to communicate. Before, he preferred to be by himself but now with the help of his dog, he feels more at ease when socializing with other inmates.

Stephen

Stephen is James' cellmate. He is presently serving a commuted life sentence. He explained how profoundly the program has affected him. He now realizes that there is more to life than just himself, that there are others to consider. He used to be heavily involved with drugs and truly believes that if it weren't for the dogs, he would be dead now. He also has a reason to stay clean; if he were ever found with drugs during his involvement in the program, he would be dismissed. He believes his problem solving skills and his interactions with staff have improved through his dealing with dogs. He also agreed with James that animals provide a safe outlet for releasing emotions in a healthy way and his outlook on life is more positive - now he has a reason to live. Prior to the program, drugs and alcohol dominated his life. Through the program, he has learned to be responsible for himself and others. Although he cannot change his past and the life he took, he is now training dogs to help others; trying to contribute to society as much as he can. . Inmates receive a certificate of completion after the program; however, it is not equivalent to that of a licensed groomer. Stephen also believes that caring and training for other animals such as horses and birds can foster the same therapeutic and vocational benefits as working with dogs.

Stephen explained that during the training sessions, the dogs are not rewarded with treats but with love and affection. He states that now his dog is his first priority and he has become better tempered as a result of working with it. Stephen echoed the common feeling that it is extremely difficult to part with the animals he has trained. However, he noted that it helps when the owners keep in touch through occasional correspondence

Darryl

Darryl is serving a 250-year sentence. He feels the experience he has received from the program benefits himself and others. He describes the process of training dogs as "soothing". Prior to making the decision to participate, Darryl explained that he was upset and angry all the time because of the loneliness he felt and anger towards himself about his mistakes. As a result of the program, he feels he has been able to constructively release the negative emotions that he had built up inside. Darryl couldn't emphasize enough the dramatic impact this program has had on him. He explained that now he looks forward to waking up in the morning and living. He states that the program has taught him about respect: to treat others, including dogs, the way you want to be treated. He even has become more communicative with staff.

Darryl mentioned that the particular unit he is in has an "upper class" status because of their involvement in the program. Only 20 inmates out of the 160 inmates in his unit are directly involved but the impact of the program affects everyone in the unit. Each inmate wants to see

the dog, pet him, play with him or walk him. He explained his dogs have assisted him in breaking the race barrier when he communicates with the other inmates and now his friends are from various cultures. He was enthusiastic in discussing possible work with other types of animals, particularly farm animals. He stated that the animals are "as close as you can get to freedom".

Sergeant Cottrell

Sergeant Cottrell also shared his views of the *Friends For Folks* program. Prior to his involvement with this program, he worked with police dogs, training them to assist in searches for body evidence and narcotics at crime scenes. Although he has long worked with animals, he was cynical about the usefulness of animal programs for inmates. He has since changed his mind after witnessing the tremendous benefits it has on inmates, staff, community and the animals, as the ones that are brought into the programs are unwanted and would likely have been euthanized. They now have brighter futures as assistance dogs to certain people (i.e. senior citizens, physically handicapped, hearing impaired) in the community. He has noticed that inmates are better tempered and have been getting along better with the staff.

VIDEO REVIEWS

Another source used to assess the therapeutic and vocational benefits of PFT was by reviewing videos as they provided an opportunity to view the program "in action". The following section summarizes several videotapes of PFT programs.

A Prison Pet Partnership (PPP)

This program operates at the Purdy Correctional Center for Women (PCCW) in Washington, D.C. Some of the benefits that the staff believes the PFT program provides includes:

- something for an inmate to care for
- lessons on care and responsibilities for life
- job skills
- assistance in getting in touch with one's feelings
- opportunity to feel better about oneself and the ability to accomplish their goals

This program matches unwanted dogs with inmates. The inmates feel they can relate to the dogs because they are unwanted, or have been abused or mishandled. Each cycle of the program lasts for three months and then the dogs are placed in homes. The potential owners of the trained dogs are screened thoroughly before the dogs are released to their care. Since the program began, very few dogs have been returned which is an indication of the successful training each dog received.

One of the inmates shared her thoughts on how the program has changed her. Before she was involved in the program she felt that no one cared about her, nor did she care for anyone else. However, after participating in the program, she recognized that people do care about her and she

feels like "a somebody". As a result of her improved self esteem, she has set goals for herself that she is determined to achieve. After this inmate was released, she found a job grooming animals.

The inmates feel the animals help to break the barriers that exist between each other and generally tend to feel less defensive and more relaxed. Inmates who have been in the program for a longer period of time help the newer participants train their dogs. These women also train Service Dogs, though not all dogs become Service Dogs, nor do all women train them. These Service Dogs assist the physically disabled: for example, they have the ability to open and close doors for their owners and pick up dropped items when requested to do so. As with all programs, it is difficult for the women to let the dogs go to their new owners. This program permits the owners to bring the dogs in for boarding when they go on vacation and for additional training and grooming. Here, like in other facilities, the program promotes social interaction, responsibilities, and a feeling of achievement.

B. Wild Horses, Gentled Inmates

At the time the video was shot, this program had trained 160 horses and only 2 of them were returned. The horses receive basic training at the prison and are then passed to adoption programs. Like dogs, the training the animals receive at the prison allow them a greater chance to be adopted.

PFT programs that use horses have been considered controversial because of the increased physical danger to the prisoners. There is some concern that without knowledgeable skills on how to handle horses, inmates can be seriously hurt. In order to avoid serious injury, inmates are taught that as trainers, they must first establish trust with the horse before training commences.

C. California State - Department of Corrections - Susanville, California

The co-ordinator at this institution feels that the vocational aspect of this dog training program is complex but also enjoyable for the inmates. The program is also used with "problem inmates" in an attempt to reach them as well as teach them discipline. As a result of the labour and patience required to succeed in this program, the inmates have become more respectful of their environment. The inmates report that they have acquired a tremendous amount of knowledge by participating in this program. For instance, they explained that they have learned how to deal with wild horses through greater understanding of their own nature and patience. In short, the inmates discovered how to get in touch with their emotions and understand themselves more as well as how to work with, as well as learn from, others. Overall, there have been mutual benefits for both the inmates and the horses. Both inmates and staff hold this program in high regard.

D. Colorado State - Department of Corrections - Canon City, Colorado

There is both a practical and classroom component to this program. While in class, the inmates are very attentive to the instructor, asking questions, and taking notes. Participating in this program has taught inmates how to co-operate with each other and work together. Safety was a concern but through patience, control and compassion, the inmates have proved that this form of PFT can be quite safe and very beneficial to everyone at the institution.

For many inmates, this program has also changed their way of thinking. They used to be focused on drugs and alcohol, but now their attention is focused to the horses and other animals. Increased self confidence and a greater respect for both animals and people are the result of their new knowledge and skills. They also feel that time goes by much faster when they are working with animals. Staff see the advantages of this program reflected through the inmates' behaviour. Initially, the other inmates labelled the participants as the "suicide squad" because they were willing to work with wild horses for only $0.50/day. Now everyone can see the wonderful benefits of doing so. Skills have been acquired, attitudes have changed and patience has grown because of participation in this program.

E. Pets For Freedom: Lorton Prison Program, Washington, D.C.

This institution has over 1000 inmates (1982), most of whom are serving sentences ranging from 10 years to life. Since 1982, the institution housed a variety of small animals. This program is unique in that it accepts exotic birds, rats and roaches without prejudice, though rabbits and guinea pigs proved unsuccessful. Snakes are permitted, nor are dogs because of the concern that inmates may train them to attack other inmates. The animals are not restricted to kennels or a specific area of the prison. Many of them reside with their owner by the side or foot of his bed.

Like most PFT programs, there is a screening component prior to permission being given to participate to ensure that the inmate is responsible enough to care for another being and will not abuse or neglect the animal in his care. The administrator of the program feels that PFT is wonderful for and beneficial to the inmates. PFT has dramatically changed the attitudes of prisoners.

Though inmates in this program can attend classes to learn how to care and groom their animals, the focus is not on training and acquiring skills for future employment. Once a week, approximately 60 inmates attend an optional classroom training course. The participants are full of questions and enthusiasm. Although many of the prisoners had little experience with animals prior to the program, they demonstrated an eagerness to learn by attending the optional training classes and reading relevant literature on their own. One inmate commented that PFT can be implemented in various prisons. He wants others to experience the benefits it has to offer. The inmates are very fond of their animals, they proudly show them and their pictures to the viewers. One inmate was asked how he feeds his cat, and this was his response: "I eat breakfast, my cat gets my lunch and we share dinner." When an injured bird landed on the prison grounds, an inmate took it into his care and nursed it back to health. This type of response demonstrates how attached and important these animals are to the inmates.

The video indicated that while some inmates are difficult to discipline, the program has given them a new lease on life and something to look forward to each day. For many of them, it is the first time they have been responsible for any living thing. This feeling increases their self esteem and feelings of self worth. One of the most powerful benefits of the program is its ability to allow the inmates to freely reciprocate love and compassion with another living being.

STAFF

The staff in various institutions commented that having animals around is a definite benefit to their working environment. A frequent response is the reduction in staff stress levels because of the presence of an animal. This has been noted in different ways in a variety of settings. (Carmack, 1989). For example:

> The most common response was that the dog enabled them to feel more relaxed when they petted him or looked over and saw him sleeping. During stressful days when the activity level on the unit was particularly high, the dog would get into his bed and either curl up and go to sleep or look out at the activity, staying out of the way with a peaceful and non-stressed look, conveying a sense that things were under control. Looking over at him sitting there or sleeping, appearing totally unaware of the stress level, enabled staff to perceive an immediate reduction in their stress levels. At a later time when they could go over and actually sit and pet the dog, one could observe their gentle stroking and petting the dog while saying quietly to him things like, "Good dog, you're a really good dog, you know. You just stay so calm and so you don't get upset, good dog." (Carmack, 1989)
>
> Various interdisciplinary staff stroke the dog during staff meetings. He would walk up next to a staff member's chair and sit beside that person. The natural response was to reach down and begin stroking the dog's ears, or behind his ears. Both the dog and staff member appeared relaxed, enjoying the touching interaction. An additional benefit resulted when staff would take him outside for a walk. By having a few minutes outside with the active, enthusiastic, and energetic dog, staff described feeling a renewed sense of energy, a renewed willingness to come back and work again, and a resulting decreased stress level. (Carmack, 1989)

The presence of AAT can be one means to increase staff morale by decreasing stress levels, increasing a sense of play and their sense of working as a team, and giving them a renewed sense of interest in their work and in their clients. (Carmack, 1989) Having PFT in closed institutions helps to increase staff morale and the overall environment. A review of the literature indicates it promotes an increase in work levels by decreasing stress. Although not all of the above examples pertain to correctional institutions, the effect is universal.

VOCATIONAL ASPECTS

A. Self –Motivation

One universal impact of the PFT program is that inmates tend to set and achieve their goals. For example, many have decided to complete or seek higher education. Inmate behaviour often improves because this program increases self esteem and is a great motivator. Inmates' pride in their achievements is evident when they discuss the impact this program has had on them and what changes they see in themselves.

B. Training and Certification

All PFT programs implemented in correctional institutions include a classroom training component, though this section is not always mandatory. These classes teach inmates how to handle the animals properly to avoid injuries to themselves and to the animals. The goal of these programs is to provide inmates with basic vocational skills though not all of the programs include certification. Equipped with basic training and grooming skills, the inmates can seek further training education or apprenticeship when they are released back into the community.

C. Employment Opportunities

The impact of PFT also becomes evident when noting the number of former participants who seek employment in this field upon release. Occasionally, the animal shelter that supplies the institution with animals hires former inmates or they may refer them to a veterinarian's office. In other instances, the veterinarians that work with the inmates may offer employment to them when they re-enter society. PFT programs can provide marketable skills for inmates seeking employment.

IMPLEMENTING PFT

A. Planning

Thorough preparation is key to the successful implementation and continuation of a PFT program. The first step involves contacting knowledgeable sources such as veterinarians, the humane society, and other institutions that have had experience with PFT programs. The ultimate success of each individual program will, however, be dependent upon how enthusiastically it is implemented by the staff of the institution involved (Cusack and Smith, 1984).

Arkow (1993) believes there are five key elements that will help ensure the program's success and survival:

1. **SUPERVISION:** One person must be assigned overall program responsibility and especially for the animals in any facility. All other personnel must be made aware that the program is on-going and a necessary part of the facility's operations. Special provisions must be made for weekend and holiday care, and for the animal to have surcease from the constant stress of human interaction. Animals must be kept under control so as to not become a nuisance.
2. **KEY INDIVIDUALS:** Most programs have succeeded when one or a few key persons pioneered and saw a project through. Truly successful programs establish operational systems, policies and infrastructures to carry on after these founders are gone.
3. **COMMON SENSE AND REALISTIC EXPECTATIONS:** Until therapeutic regimens and standardizations are established, common sense and realistic expectations seem to provide as good a foundation as any. Establish realistic program goals: an unstructured rash of enthusiasm can result in early personnel burnout and abandonment of the program.
4. **CONSIDER THE WELFARE OF ALL INVOLVED:** Animals, patients, residents who do not appreciate animals, as well as families, visitors, friends, staff, and administrative personnel must all be considered empathetically.
5. **PLANNING**: forethought of logically-predictable problems can avoid a lot of conflicts later.

B. Objectives

Each institution must clearly identify the goals of their program. For example, in an institution that has a large population of inmates eligible for parole, the program could aim to teach skills for future employment. If the inmates are not likely to be quickly released back to the community, the focus could be on easing loneliness, and providing companionship. A group/committee/steering committee should be formed to plan this program. This group should include, among others, the following:

- administrators from the prison
- program co-ordinator
- staff members who have close contact with inmates
- trainers (independent of the prison)
- veterinarians (independent of the prison)
- members of the humane society (independent of the prison)
- one or two inmates

It is essential to get full cooperation and support from the administration, staff and inmates.

> The full participation and co-operation of the entire staff (nurses, aides, and housekeeping and custodial personnel) will be necessary if any animal placement is to succeed. Without staff involvement, the chances of unsuccessful placement are high. The staff of an institution must possess the knowledge to plan a placement well, the energy and enthusiasm to make the placement work, and the commitment to care for an animal properly. (Lee, Zeglen, Ryan, Hines, 1983).

A proposal should be presented to the above mentioned groups which identifies the beneficial effects it will have on the environment. Such consultation will allow for information sharing and full discussion. Finding out if staff or inmates have any allergies or phobias (a topic to be discussed later in the section) to animals prior to the program's commencement will save a lot of time and energy in restructuring and accommodations. Many institutions have outlined the beginning steps or planning strategies they have used. The following is from the Oakwood Forensic Center and it may be adapted for use by correctional institutions. A *Planning Strategy For Beginning a PFT Program* is outlined in Appendix III.

1. Write up a beginning proposal for the introduction of pets, in detail.
2. Together with representatives from the humane society, a veterinarian and interested others, formally present the ideas to the administration and seek a commitment from them for a certain time period for trying pets.
3. Start small on one receptive ward or area. One successful approach is to introduce a small pet in an office where escorted patients can go at first to visit. Then, work up to a structured program where the patients can help share responsibility for the pet. The patients must demonstrate responsibility first, like helping daily with the farm-type pets or helping care for ward pets and aquariums. Only then should arrangements be made for a personal pet.
4. Constant documentation on progress (or lack of progress) for both the patient and the pet must be conducted.
5. Establish a firm policy of taking no risks with the pets. The animal's safety and humane care precedes any therapeutic goals.
6. Incorporate close monitoring and structure into the program.

A PFT program must provide a consistent, well-integrated service delivery system. This begins with a uniform referral system that includes questions as to pet preference and past pets and psychological testing to reflect what goals are to be sought. (Lee, 1984).

Guidelines For Successful Pet Visitation Programs

1. **Animal Selection**
   - (a) Appearance
   - (b) Elimination
   - (c) Socialization and training
   - (d) Temperament
   - (e) Types of animals
2. **Programs**
3. **Opening Institution Doors**
4. **Institution Conduct**

C. Animal Selection

Animal selection should be based on staff and patient preference, availability of space (both physical and social), type of population housed, care and cost considerations, type of program expected, and, of course, operative legal statutes.

> As a general rule of thumb, the types of animals that require the most care and planning also offer the most potential for personal bonding and therapeutic application. (Cusack and Smith, 1984)

Types of animals used in the institutions vary depending on several factors. For example, due to space limitations, some institutions may only be able to house birds or rabbits in cages. Dogs or horses require more space and money to train, groom and care for. If the PFT program is aimed at supplying inmates with vocational skills for employment, "trainable" animals such as dogs or horses should be used.

To ensure the safety and health of everyone in the institution, the animals must be free of contagious illnesses and diseases. Animals being considered for the program must first undergo a series of tests to ensure they are healthy, and are given various vaccinations and monitored closely when they are in the program. A veterinarian conducts medical examinations on all the animals periodically. The handlers, staff, and inmates are instructed to notify the program coordinator of any symptoms of malaise or injury, regardless of how minor it may seem to be.

D. Training

Training animals in a PFT program can vary from 30 days to 12 months depending on what purpose the animal will serve and how much training the inmates themselves have received. For example, if the animal is to assist a physically or hearing impaired individual, it will undergo much more than the basic training required for an animal that is to be adopted.

E. Trial and Adjustment Period – Piloting a Program

When a PFT program begins in an institution, it should first go through a trial period lasting from two weeks to two months. This allows for time to correct and improve areas not considered during the planning process without incurring high costs and staffing resources. Every aspect of the program should be closely monitored. Daily or weekly reports should be completed to document the events of the program. This documentation would provide a basis for a later evaluation (evaluations, will be discussed in more detail in the next section). Staff and inmates should be encouraged to voice any thoughts or comments they have about the program. The committee in charge of this planning process should meet regularly during this period to discuss any improvements that need to be made. Lastly, a final assessment report should be prepared following the pilot period that includes among other things, a list of what worked well, any problems, and recommendations.

F. Funding

Due to financial restraints or lack of institutional support, many institutions do not fund PFT programs. In the United States and United Kingdom, inmates supported the program through fundraising activities such as growing plants, grooming animals the community brings in, or selling the offspring of the animals they care for (Rosenblatt, 1976). To maintain a PFT program can be quite costly as the trainers' salary, equipment, and food must be factored in.

G. Screening Participants

PFT programs in correctional institutions are done on a strictly voluntary basis for inmates interested. They are assessed to ensure their suitability and commitment to the program. Participants should be mentally stable and must demonstrate they are capable of accepting responsibility. Inmates should be put on a two-week probation period to determine whether or not the program is appropriate for them. Previous experience with animals is not a prerequisite and literacy skills should not be mandatory. Once the inmate has been accepted into the program, a program contract should be signed (sample contracts are presented in Appendices V and VI). This contract should clearly describe the program's rules and regulations. If the inmate fails to obey the contract, suspension and program termination should be anticipated as penalties.

H. Setting Long Term Goals

To ensure success and continuation of a PFT program, goals should be set and reviewed from time to time to confirm the continued benefits of the program and to guide the committee and participants to work to their potential. Inmates should have the opportunity to include their comments and thoughts when setting these goals.

I. Health and Security

In addition to other prerequisites, the health of inmates and animals should be carefully screened before the program starts. For example, in a *Prison Pet Partnership Program* handout, inmates are to refrain from participating in the program when they are under the influence of medication that may affect their reaction time, because it can delay their response to a dog's misbehaviour. Allergies and phobias should be looked into among the staff and inmates to protect those who are vulnerable to certain animals.

Inmates should be taught the proper way to wash their hands before and after handling the animals. This can prevent passing on any minor illnesses between animals and humans. The animals should also be bathed and groomed on a regular basis to protect against any illness and minimize potential allergies. As well, animals should only eat their own food. Animals should be promptly returned to their kennels/crates when they are not supervised. Cusack and Smith (1984) explain that caring properly for animals can discourage most problems.

> Continued veterinary supervision can eliminate health problems. Proper nutrition, required grooming, and care of the animal's cage or bedding can prevent most sanitation hazards. In short, responsible pet ownership and common sense will eliminate most problems before they begin.

J. An Unsuccessful Program

The PFT program at San Quentin was terminated in 1976 when authorities decided that the cats kept by the inmates were becoming too much of a problem. (Arkow, 1993). The number of cats had continued to increase over time until there were hundreds around the institution. Some were individual pets and others survived by general scavenging (Guthrie, 1977). San Quentin's public information officer, W.A. Merkle explained:

> Inmates were allowed to keep stray cats, but as the number of cats grew, many inmates complained of the odour. The program was poorly supervised and attention was never directed toward selection criteria or whether the practice should even have been allowed. The cats had been randomly acquired, there were no controls, and the animals became a source of antagonism among inmates. Problems continued to mount, and the cats were finally removed in 1976.

Any program, despite the best of intentions, can flounder if not properly supervised and if objections of non-pet-lovers are not considered.

K. Why Programs Close

The following information was extracted from *The SCAS Journal (Winter 1996)*:

> In some prisons the recent emphasis on security led to closure. In other cases when a key staff member or prisoner leaves the establishment programmes can founder. The commitment of the governor is critical to the success of the programme. There is a high turnover of governors, officers and prisoners. Unless programmes are strong such changes can seriously weaken them. All too often one or two individuals run the prison pet programme -- with insufficient involvement by others. Hence the problems when these people leave. Problems for individual prisoners can also arise when they are transferred to other establishment if they are not allowed to take their companion animal with them. Some men will give the bird to their families to await their release. However others refuse to progress through the system rather than be parted from their companion.

The above should be noted by those who are on the planning committee in an attempt to avoid these problems.

L. Ethics

People who participate in animal assistance programs are usually aware of issues surrounding animal rights, and many either support animal protection activities or consider themselves to be sensitive to these issues (Iannuzzi and Rowan, n.d.). In some PFT programs, animals may be taken out of their natural environment. For example, wild animals may be lacking adequate care in the wilderness. Humans take them out of their natural environment and put them into cages

believing they have improved the animals' lives. Caretakers sometimes forget that the animals may in fact be feeling uncomfortable in their new environment. As a result, some animals may die in their new environment and it puzzles the caretakers.

Arkow (1993) outlined the following ethical concerns for animals:

➪ **Potential for abuse**: animals, particularly in a high-security institution, may be abused
➪ **Potential for fatigue**: no standards are set regarding how long an animal should visit, or how many visits per day or week are recommended. However, it is widely recognized that residential animals must have respite and cannot be expected to be constantly "on duty." Nursing homes, in particular, maintain a higher ambient temperature which can add to the stress experienced by furry animals.
➪ **Coping with stress**: each species, breed, and individual animal will have varying abilities to cope with the stresses required of interactions. These abilities must be considered.
➪ **Use of wild animals**: several programs in particular (swimming with dolphins, simian helpers for quadriplegics) have been attacked for humane concerns in utilizing animals which may not be ideally acclimated to human interactions.

It is not common to think of animals as fatigued or stressed. This may be because their symptoms are not as obvious, especially to those who may not be familiar with animals. Inmates need to be taught what the signs are for a tired or stressed animal and how to effectively respond to the situation. The welfare of animals engaged in PFT programs is a crucial concern and should be given primary consideration when developing/implementing the program.

M. Policies, Rules and Regulations

Formal guidelines are important to govern the activities of a PFT program and they should be incorporated into an institution's formal regulations. The policy should be rigid enough to observe all existing statutes, sanitation measures, phobias or allergies, yet flexible enough to provide leeway for the inevitable new "situations" that arise when a new individual (the therapy animal is in every way an individual) enters the facility (Cusack and Smith, 1984). Some policies / regulations of existing programs are outlined in Appendices VII and VIII . Adherence to the rules is necessary to ensure everyone in the environment remains safe and healthy. These policies should be reviewed annually to assess if they need to be amended.

N. Program Evaluation

Evaluating the effects of pet therapy programs is a challenge facing researchers in the discipline for several reasons (Cusack and Smith, 1984). Many institutions do not document the effectiveness of their PFT program because its success is visibly noticeable to all involved and anecdotal information often takes the place of empirical data. As well, many staff members do not have the background to conduct such evaluations. Finally, evaluations can be expensive to conduct.

> ...standard measures of affection for pets have not been developed. Several research studies have concluded that measuring degree of attachments to pets may be difficult... It is preferable to use several measures, some self report and some more objective indicators that might be observed or rated by your staff, or (ideally) impartial outsiders. (Lago, Knight, Rohrer-Dann and Friend, 1985).

The Pact Manual (Lago, Knight, Rohrer-Dann, Friend, 1985) lists why evaluations should be completed:

1. Evaluation, carefully done, helps keep us from fooling ourselves by giving us other information to consider.
2. Evaluation results provide performance evidence that helps to convince future clients, other community members, health professionals, and funding agencies that programs are worth supporting.
3. Evaluation is necessary in planning what should be done next.

Cusack and Smith (1984) outline guidelines that institutions can use to assess the effects of their programs:

1. **Individuals versus Populations**

- to evaluate the change in the population/individual that is a direct result of the introduction of this variable. Generally, the pre-treatment or non-treatment condition is designated the control and the post-treatment or treatment is designated the experimental. The effect of the variable thus is the difference between the control and the experimental.

2. **How to Measure Effect**

➪ Standardized Tests
- advantage: validity, they are deemed a true indicator of the condition measured, and they have been tested on a number of populations.
- disadvantage: an institution may not have the time, knowledge, or personnel on staff to administer such tests, especially to a large population of patients.

➪ Videotape
- it allows the researcher to review the session in depth, as many times as required to scrutinize the behaviours and comments that took place. Often, slight changes in facial expressions, hand movements, and body language can be overlooked during the actual interaction. It is also an excellent training procedure to show novice pet therapists exactly what to look for.

➪ Precise Variables – Verbalization
- Amount of time spent alone and a decreased workload on staff
- Appearance of a new behaviour or vocalization that was previously unrealized
- Number of patients near the dog

- Patients who interact with each other when interacting with the dog
- Response to activity that involves dog (versus response to activity that doesn't involve dog)
- Carry-over to other projects
- Does patient initiate interaction or play (or does pet)

- Subjective Evaluation
- most health care professionals have their own internal criteria for determining improvement of a given patient

Lago, Knight, Rohrer-Dann and Friend (1985) continue to explain the distinctions (monitoring and outcome) in the process of evaluation and other characteristics to consider:

> Monitoring represents the regular tabulation and examination of reports documenting the service activities in a program. For example, the number of animals placed, or the number of people attending an education program. Monitoring information should be routed to the appropriate committee chairman and to board meetings as regularly scheduled reports... The monitoring report should be used to summarize how the program has been doing over a given calendar period. (Lago, Knight, Rohrer-Dann and Friend, 1985).
>
> Outcome evaluation refers to a process of comparing documented service performance to the organization's goals... It should focus on changes in the experiences and the quality of life of clients and owners. Thus, the emphasis is not on what we do, but rather on does what we have done show desired or negative effects on the lives of older persons. (Lago, Knight, Rohrer-Dann and Friend, 1985).
>
> Monitoring information accumulates to be one of the sources of information used in outcome evaluation. (Lago, Knight, Rohrer-Dann and Friend, 1985).
>
> The most useful way of including clients into your evaluation process is to document complaints, concerns, or compliments whenever they arise. If the evaluation committee receives a "critical incident" report for every major client communication this information can be tabulated and added to an evaluation report that suggest issues your group might need to work on. (Lago, Knight, Rohrer-Dann and Friend, 1985).
>
> Case studies growing out of the critical incident approach are also very useful, especially when you are dealing with a relatively uncommon event. (Lago, Knight, Rohrer-Dann and Friend, 1985).

Pet therapy has enormous potential; in terms of benefits, costs, and feasibility of implementation, it could conceivably outdistance most other treatment modalities (Cusack and Smith, 1984), and formal evaluations will assist in the program's general assistance and stature.

O. Reports

Progress reports are important to document activities that occur in PFT programs. Particularly during the trial/adjustment period, reports are essential to keep track of unexpected occurrences. At the weekly meeting with the program coordinator and trainers, any problems can be addressed and resolved. If the matter requires the attention of the administration, it can be presented to them at their monthly meeting with the program coordinator and veterinarian. If problems are addressed quickly, the program will run more smoothly.

Annual reports can be completed to review the PFT program. They can be useful for both program planning and to set long terms goals. As well, they are also useful as a guideline if an institution is considering restructuring / modifying / expanding the program.

CONCLUSION

This literature review suggests that the benefits of PFT do not only affect the inmates, but also the animals, staff, and the citizens in the community that receive the trained animals. Inmate behaviour and self esteem improves as a result of being involved in PFT programs. PFT programs teach discipline, cooperation and respect for others. Depending on the nature of the program, inmates may also acquire employable skills.

Animals benefit from this program as they are often saved from certain death and given a second chance. Training and grooming allow the animals to be more presentable and desirable to potential owners. The animals that become assistants to the physically disabled, hearing impaired, or senior citizens present a valuable contribution to this population.

Staff members who work at institutions with PFT programs see the differences in the inmates and the benefits to the animals. Many staff explained how the animals make their often hectic work environments easier to manage, relax the mood of the institution, and promote better communication with inmates.

The citizens in the affected communities, particularly those who are physically disabled, hearing impaired, or the elderly, have been extremely pleased with the results of PFT programs. They note that not only are animals being trained to assist them, but the inmates are also using their time constructively. Citizens have shown to be eager to accept these animals into their homes and to correspond with the trainers.

PFT programs, when implemented effectively, demonstrate a positive addition to any facility. These programs benefit all parties involved and impact in such a way as to make a real difference in the lives of inmates, staff and the animals.

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APPENDIX I

AN OVERVIEW OF PFT PROGRAMS IN CORRECTIONAL INSTITUTIONS[2]

CANADA

BRITISH COLUMBIA PRISON PROGRAMS INVOLVING ANIMALS
Maple Ridge, British Columbia

The Alouette River Correctional Centre in Maple Ridge has an extensive aquaculture program utilizing offender labour. The Allco Hatchery is a salmonoid restoration project for the Alouette River system in partnership with Federal and Provincial fisheries agencies. The Stave Lake Correctional Centre in Maple Ridge has a net pen rearing site which is the sole supplier of rainbow trout for many small lakes. This prison also has an animal shelter which cares for and releases wildlife such as eagles, owls, and deer.

The Burnaby Correctional Centre for Women (BCCW) has a canine program that operates as a small revenue generating business that focuses on grooming and kennelling for the public.

CALGARY WILDLIFE REHABILITATION SOCIETY
Calgary, Alberta

Since 1994 this society has worked with two prisons in the United States, involving inmates in wildlife rehabilitation. The inmates provide long-term care for injured wildlife received by Calgary veterinarians from the general public. They also help with a quarterly newsletter and keep wildlife case records, thus learning marketable business skills.

NOVA INSTITUTION FOR WOMEN
Truro, Nova Scotia

Pawsitive Directions is a canine-handler training program to introduce women inmates to the basics of dog husbandry and training. Upon successful completion of the initial phase of the program, the inmates will be qualified to train homeless animals, obtained from the SPCA and other sources, for eventual placement in family homes. In the second year of operation, Pawsitive Directions will initiate a program to train assistance-dogs for use by physically disabled and hearing disabled residents in Nova Scotia (Logan, 1996).

[2] Adapted from *Compassion: Our Last Great Hope* by Leo K. Bustad

UNITED STATES

PRISON-PET-PARTNERSHIP PROGRAM (PPPP)
WASHINGTON STATE CORRECTIONS CENTER FOR WOMEN (WCCW)
Gig Harbor, Washington

This program began in the early 1980s and provides custom training dogs to people with disabilities. PPPP also offers community college instruction for prisons in grooming, canine husbandry and behaviour, and obedience training for dogs from the humane society shelter, thus improving chances for satisfactory adoption of the dogs. One of the most exciting developments is that a few of the prison-trained dogs can detect the onset of seizures in people even before they become manifest.

PEOPLE-ANIMALS-LOVE (PAL)
DISTRICT OF COLUMBIA CORRECTIONAL FACILITY
Lorton, Virginia

PAL was founded in 1982 and offers placement of animals (cats, birds, fish and rabbits) and has established a club where animal needs are discussed and animal care instruction is given. A vocational course in animal health technology has been developed with assistance from the personnel of the National Institutes of Health and the Uniformed Services University of the Health Sciences. Upon release, many graduates of this course have found jobs in laboratory animal facilities.

COLORADO WILD HORSE INMATE PROGRAM
FOUR MILE CORRECTIONAL FACILITY
Canon City, Colorado

This program began in 1986 at the Fremont Correctional Facility. In cooperation with the Bureau of Land Management and the American Humane Association, it offered rehabilitation program through which inmates were taught horsemanship, animal husbandry, ferrier and veterinary technician skills. An average of 25 inmates are enrolled in an Equine Management course designed to prepare them for employment upon their release. (Until 1995 they could receive college credit for the course.) The facility is the largest in the world for training wild horses, and by 1996 had trained over 2700 inmates and about 4000 horses. The program also offers training of privately owned horses than have been deemed untrainable by other training operations.

CENTRAL NEW MEXICO CORRECTIONAL FACILITY
PET VISITATION PROGRAM
Los Lunas, New Mexico

Docents from the zoo and volunteers from the humane society and Wonderful World of Pets made weekly visits to the correctional facility with an assortment of zoo and other animals. Instruction was given regarding the history, needs and personalities of the animals.

LEADER DOG PROJECT
HURON VALLEY WOMEN'S CORRECTIONAL FACILITY
Ypsilanti, Michigan

This program was established in 1988 to provide disability service agencies with a source of dogs that were socialized and given basic training by the women inmates. After one year at the facility, dogs are sent to the Rochester Leader Dog School for final training. Selected inmates learn training and grooming skills as well as learning of the needs and accomplishments of people with disabilities. Dogs are taken throughout the prison so that as many inmates as possible have contact with them. This helps in the dogs' socialization and also benefits inmates.

FRIENDS FOR FOLKS
LEXINGTON ASSESSMENT AND RECEPTION CENTER
Lexington, Oklahoma

This program began in July 1990 and allows long-term inmates to train animals from local shelters as companions for single elderly people or as service dogs for people with disabilities. Prisoners are rotated through the program so as many as possible are involved. In the new High Intensity Training program (HIT), dog owners can have their pets trained in 30 days for a donation of $50.00

PET-GROOMING PROGRAM
PITCHESS DETENTION CENTER
Castaic, California

In this program, inmates learn to groom dogs and cats from a country animal shelter, improving the animal's chances of being adopted. For a fee of $10, inmates also groom pets belonging to jail employees; these fees cover the costs involved in grooming the shelter animals. As of August 1996, an inmate's sentence is reduced by about five days for every 20 days worked in the grooming unit. On completion of 120 hours work, each participating inmate receives an adult education certificate. Several former students have obtained jobs in the pet industry.

PROJECT POOCH
MACLAREN SCHOOL, OREGON YOUTH AUTHORITY
Woodburn, Oregon

Project POOCH (Positive Opportunities - Obvious Change with Hounds) began in 1993 at this juvenile correctional facility for males. Juvenile offenders adopt dogs from two local humane societies and give the dogs obedience training with the help of their classroom teacher, who is also a dog trainer. The dogs are then adopted by families in the community. This program is an approved vocational program. All the students who have participated have decreased their number of office referrals, and show improved self-esteem, patience, responsibility, and vocational skills. Project POOCH II, now being developed, will add dog grooming, kennel management, and veterinary technician training for long-term residents.

SCOTLAND

COMMUNITY SERVICES AQUATIC CLUB
SAUGHTON PRISON
Edinburgh, Scotland

Long-term prisoners began working in 1978 in cooperation with Stirling University Marine Biology Department rearing fish, chiefly for Third World countries. Through this program, breeding stocks were improved and thousands of fish were sent to developing countries to increase food supplies. Prawn production were developed, and some prisoners also developed an aviary. The edible fish breeding program has been terminated, but prisoners still breed tropical fish, which they exchange for food and equipment. Some raise budgies and cockatiels in their cells. Surplus birds are given to hospitals or to elderly people and children in need.

AUSTRALIA

PETS AS THERAPY PROGRAM (PAT)
ADELAIDE WOMEN'S PRISON
Northfield, South Australia

This program began in 1988 to help people who have disabilities or are otherwise disadvantaged. Selected inmates are involved in supervised training of the PAT dogs in special tasks, including socialization of the dogs at nearby nursing homes and special education schools. By 1996, over 200 inmate-trained dogs had been placed with individuals and families, including victims of crime, socially isolated individuals, children with cerebral palsy, and people with intellectual disabilities, paraplegia or quadriplegia. A controlled study (Walsh and Merten, 1994) showed increase self-esteem and decreased levels of depression among participating inmates.

GUIDE DOG PROGRAM
BEECHWORTH TRAINING PRISON
Beechworth, Victoria

This program began in 1974 and was probably the first of its kind in Australia. Puppies are placed in the care of selected low security prisoners who are responsible for the dog's kennel hygiene, grooming, feeding and exercise. Special permission has been given for the handlers to take the dogs into the shopping area of Beechworth, to expose them to street and traffic conditions, shops and crowds.

ENGLAND

THE GARTH PRISON PET PROGRAM
Lancashire, England

This program began in 1992 and over 70 inmates had birds in their cells. Additionally, the prisoners had built two aviaries and were breeding birds for distribution to elderly and

disadvantaged people in the community. Fish tanks with tropical fish were set up in the gymnasium and visiting areas. Inmates were involved in their care and breeding. Pets care classes were held in the evenings in conjunction with the education department. Environmental issues and wildlife knowledge were included. The most distinctive feature of the Garth initiative is the coordinated approach to the pet program, involving several departments in the prison.

SOUTH AFRICA

COMPANION ANIMAL PROGRAMS
DEPARTMENT OF CORRECTIONAL SERVICES
South Africa

PFT programs were introduced to South African prisons in the mid-1980s. In this system, pets are used as an incentive for good behaviour. Prisoners are divided into groups of A and B on the basis of good behaviour, which is reassessed every six months. Among other privileges, group A prisoners are allowed to keep pets. They are responsible for taking care of their animals, including buying food for them.

APPENDIX II

LEXINGTON INTERVIEW QUESTIONS

1. How long have you been involved in the *Friends For Folks* program?
2. Why did you decide to participate in this program?
3. How has being involved in this program affected/changed your life? (i.e. future outlook, school, other programs)
4. How has this program affected your relationship with other inmates?
5. How has this program affected your relationship with the staff?
6. Were animals a part of your life before entering the program? Did you like animals before entering the program?
7. Have you learned any skills that would be useful for working in other jobs in the institution?
8. Do you think caring and training another type of animal, such as a horse or cow, would provide you with the same skills or enjoyment as a dog does now?
9. When you think about who you were before the program, do you see any differences? If so, how have you changed?

APPENDIX III

PLANNING STRATEGY FOR BEGINNING A PET PROGRAM[3]

I. NEEDS ASSESSMENT

A. Definition - a structured planning technique to identify priorities based on data.

B. Does a need for a PET program exist?:
   1. In the community? Why? What is it?
   2. In the organization to be served? Why? What is it?
   3. In the agency providing the services? Why? What is it?
   4. On the individual level? Why? What is it?
      a. Conduct a functional and personality assessment: make sure this therapy fits this person's needs.

C. What types of programs are available?

D. Assess community needs and resources
   1. Surveys: identify your universe and design a survey instrument
   2. Census data
   3. Social support network

E. Cost-benefit ratio
   1. On the program's own
   2. In comparison with alternative therapies/activities

F. Input
   1. From staff and administration
   2. From residents and patients

II. GOAL-SETTING

A. Establish realistic goals and objectives

B. Develop reasonable measurement indicators
   a. Examples: changes in drug dependency, blood pressure, social interaction, speaking length or content, suicide rates, survival rates, recidivism, Pet Attitude Inventory
   b. Chart participation in activities

[3] *Pet Therapy: A Study and Resource Guide for the Use of Companion Animals in Selected Therapies, 7th edition*, written by Phil Arkow (1993).

III. DEVELOP A CHANGE STRATEGY TO GAIN ACCEPTANCE

A. Typical sources of resistance to PFT programs:
1. Insurance/legal considerations
2. Housekeeping/staff support
3. Families/lack of education
4. Local and/or state health codes/real or perceived
5. Stasis: human nature's reluctance to change

B. Reasons for this resistance:
1. Lack of accurate information or resources for help
2. No forum for interaction
3. Practical health concerns
4. Unwillingness to pioneer
5. Bureaucracy
6. Failure to communicate
7. Resistance to communicate
8. Inadequate staff or resources for start-up

C. Criteria which can affect change
1. A neutral forum environment
2. A wide spectrum of representative perspectives involved
3. Engage in problem-oriented discussion
4. Recognize interdependence of organizations involved
5. Initiate demonstration/pilot projects
6. Identify resources and services for referral and help
7. Further research can encourage the hesitant

IV. PROGRAMMATIC CONSIDERATIONS

A. The institution/agency to be served

1. Identify the population to be served
   a. Any limiting physical/psychological factors?
   b. Who would/would not benefit?
   c. Who would/would not want animals?
   d. What pet preferences are currently exist?

2. Define the nature of the treatment or residency
   a. Establish appropriate time schedules
   b. Establish appropriate site locations
   c. Determine whether visitation or residency is more appropriate

3. Determine available resources
   a. Financial (monetary and in-kind contributions)

b. Personnel (staff and volunteer)
c. Professional expertise and referral
d. Physical facilities and equipment

4. Define organizational infrastructure and assign appropriate personnel to coordinate and supervise

5. Establish degree of commitment at all levels of staff including management

B. The institution/agency providing the service

1. Identify the animal population involved
   a. Any physical or behavioural limitations?
   b. Breed and species availability and suitability

2. Define the nature of the service program
   a. Establish appropriate time schedules
   b. Establish appropriate site locations

3. Determine available resources
   a. Financial (monetary and in-kind contributions)
   b. Personnel (staff and volunteer)
   c. Professional expertise and referral
   d. Physical facilities and equipment

4. Define organizational infrastructure and assign appropriate personnel to coordinate and supervise

5. Establish degree of commitment

C. Legal considerations

1. Applicable state and local ordinances

2. Applicable health codes

3. Insurance exposure and liability
   a. Normal coverage/Workmen's Compensation
   b. Supplementary/volunteer coverage
   c. Option of signing hold-harmless agreements

D. Personnel

1. Supervision and utilization of paid staff

2. Volunteers
    a. Establish program, identify components before recruiting
    b. Recruitment
    c. Screening
    d. Selection
    e. Training policies, program, procedures, rules and regulations, directions, etc.
    f. Motivating and sustaining
    g. Supervision
    h. Record keeping
    i. Recognition

3. Publish job descriptions and guidelines

E. Animal selection

1. Include veterinarians on the team as caregivers of animal health and protectors of human health.

2. Choose appropriate animals
    a. Be creative but realistic
    b. Exclude dangerous animals
    c. Prepare to chart medical health: examine animals prior to program

3. Considerations in animal selection:
    a. Species
    b. Breed (likelihood of behavioural, temperament, grooming and allergenic problems)
    c. Size
    d. Hardiness: potential for injury by humans
    e. Age/lifespan
    f. Sex and reproduction
        1. Male territorial marking
        2. Female submissive urination
        3. Sterilization may be indicated
    g. Individual behaviour, temperament and personality
    h. Housebreaking capabilities
    i. Potential for injury to recipient

4. Develop a health care plan
    a. Regular inoculations and disease prevention
    b. Oral hygiene, ecto- and endo-parasites

5. Training and behaviour modification

6. Regular grooming for reduction of disease and allergies

F. Zoonotic[4] considerations

1. Allergies

2. Zoonotic diseases

3. Physical injuries (bites, scratches, falls)

4. Environmental health
    a. Determine animal's access to sterile or sanitary areas
    b. Establish procedure for noise, odour, and hair
    c. Establish clean-up procedures
    d. Compliance with local animal control ordinances

G. Psycho-social considerations

1. Establish appropriate level of compassion-with detachment

2. Train personnel to deal with institutional concerns (rights of privacy, individual and group reactions to institution, photographic rights)

3. Train personnel to contend with emotional responses (ageing, loss of freedom, feelings of rejection, potential for abuse, anger denial redirected at animal or program, self-pity, etc.)

4. Train personnel to identify and target emotional attachments
    a. Patient to pet
    b. Pet to patient
    c. Program provider to patient
    d. Death of the patient
    e. Death of the pet / Pet leaving institution

H. Financial considerations

1. Budget anticipated costs
    A: Animal
        a. Acquisition
        b. Maintenance (food, shelter, veterinary, accessories and supplies)
        c. Housing

[4] Infections that can be transmitted from animals to man under normal conditions (*Gage Canadian Dictionary*, 1983).

B. Personnel (additional, overtime, training)
C. Operational expenses (vehicles, uniforms, etc.)
D. Administrative (insurance)

2. Budget revenue and sources of income
   a. Fees for services may be charged
   b. Products produced by program
   c. Research and program grants from human services or animal-related foundations
   d. Solicit contributions and donations
   e. Solicit in-kind contributions (manpower, equipment)
   f. PFT can be a marketing tool to generate business for the program or agency

I. Public relations

1. To defuse opposition or damage control

2. To promote positive nature of program

J. Animal welfare

1. Basic needs of animal(s) -- food, water, shelter, rest, solitude, veterinary care (routine and emergency)

2. Potential for abuse, trauma, stress and fatigue

3. Common problems
   a. Obesity
   b. Weekend care
   c. Behavioural stress: no defined leader, no escape from humans

V. WRITE PROTOCOL

A. Statement of goals and objectives

A. Statement of level of commitment and procedure upon termination

C. New organization may require by-laws, constitution, officers, and/or articles of incorporation

D. Pet policy

VI. IMPLEMENT PROGRAM

A. Secure and train appropriate personnel

B. Assign responsibilities

C. Initiate awareness program for targeted populations and others involved

D. Obtain and train animal(s)

E. Establish schedules and routines, especially for off-times

VII. DOCUMENTATION AND EVALUATION - data-based and anecdotal

A. Performance indicators

B. Charting
   1. Veterinary health
   2. Human health/psychological-psychiatric
   3. Nutritional
   4. Activities/social participation/exercise

C. Written policies and procedures - amend as needed

D. Periodic evaluations

E. Budgets

F. Personnel records

G. Thank-yous where appropriate

APPENDIX IV

TRAINING EQUIPMENT INVENTORY FOR PRISON PET PARTNERSHIP PROGRAM[5]

INMATE NAME_____ DOC#_____

LIVING UNIT_____ DATE_____

ISSUED BY:_____

ITEM	DATE ISSUED	CONDITION	RETURN	CONDITION	COMMENTS
LEASH					
LONG LINE					
FLEXI LEAD					
LEAD/TAB					
ASSORTED COLLARS					
DOWEL					
DUMBBELLS					
BRUSH					
COMB					
NAIL CLIPPERS					
CRATE					
WATER BUCKET					
FOOD DISH					
LEMON/LIME JUICE					
EQUIPMENT BAG					
BACK PACK					
HARNESS					
COME ALONG / GENTLE LEADER					
LISTERINE WATER					
BLOCK (UNDER BED)					
VEGETABLE OIL					
DOG FOOD/BISQUITS					
DOG TOYS					
RUGS					
LINT BRUSH					
WATER KEY					

[5] Adapted from *Prison Pet Partnership Program* handout.

ITEM	DATE ISSUED	CONDITION	RETURN	CONDITION	COMMENTS
TREAT BAG					
BOWL W/LID					
SMALL BASKET					
FLEA SPRAY					
LAUNDRY BASKET					
SHEEP SKIN					
BLANKETS					
TREAT CONTAINER					
AIR FRESHNER					
CANNED DOG FOOD					
DISH SOAP					
BUCKET FOR DOG FOOD					
MEAT TENDERIZER					
DOGS TOWELS					
SQUIRT BOTTLE					
RICE					
EAR CLEANER					
JEL ABSORBANT					
BITTER APPLE SPRAY					
HOT SPOT SPRAY					
CREME RINSE					
PLASTIC BAGS					
THERMOMETER					
SHAMPOO					
DOG FOOD SPOON					
DOG COLOGNE					
SNAPPLE / BABY FOOD LIDS					
TELEPHONE RECEIVER					
SWEATSHIRT / T-SHIRT					
RED RAIN COAT W/HOOD					

APPENDIX V

PRISON PET PARTNERSHIP PROGRAM -DOG TRAINER CONTRACT[6]

I,_____
agree to observe the following rules at all times (unless specific arrangements are made in writing through the PPPP Executive Director to make an exception).

1. Assigned dog will be kept on leash and the leash in a handler's hands at all times, unless using the exercise yard or during Training Sessions.

2. When trainers are in the office, dogs are to be under control at all times. They are not allowed to roam the halls, run up to people, or take part in rowdy behaviour. Dogs left in the office for brief periods must be crated unless permission is obtained from the Director or the Training Coordinator.

3. Other than over-night, dogs will not be crated for more than 3 hours at a time.

4. Dogs will not be given to anyone other than PPPP staff. W.C.C.W. staff and/or Officers are **not** authorized to handle the Program Dogs under any circumstance, this includes Boarding & Grooming dogs.

5. Crates will be kept clean and disinfected weekly. Food dishes and training equipment will be put away when not in use.

6. Dogs will never be tied "up" or "to" anything.

7. Dogs will not be allowed to create a noise disturbance. Barking, whining, digging, and other negative behaviours will be promptly corrected.

8. Proper diet and feeding schedules will be followed. Changes will be permitted only with the permission from PPPP Director or Training Coordinator. Dogs will only be fed food "dog food". No human food allowed.

9. Dogs are allowed in common areas (i.e. clinic, upper campus, etc. **IF** your dog is in advanced training stage and you have prior approval from Program Director). Dogs are not allowed in the flowerbeds, or in any other area specified as "Off Limits" to inmates, except designated K-9 areas or areas that have had prior approval due to specialized training.

10. Dogs are only allowed to relieve themselves in the kennel runs or in specifically designated areas. Other areas are considered "Off Limits" for that purpose, and care should be taken to see that accidents don't happen. If an accident should happen, it is to be cleaned up by the handler immediately.

11. Hair and muddy footprints will be cleaned up promptly. The broom or mop used will be cleaned of dog hair before it is put away.

12. Dogs will not be left in another non-PPPP inmate's room without the assigned handler present or without the permission of the PPPP staff.

13. Dogs will be kept as clean and odour-free as possible.
14. All dogs kept in the Units will be "pottied" prior to the 8:50 p.m. recall. Exceptions are allowed for emergencies. In the event of an emergency the waste will be cleaned up promptly when the campus is opened for inmates the following morning.

[6] Adapted from *Prison Pet Partnership Program* handout.

15. No inmates, other than authorized inmates or PPPP staff, are allowed in or around the kennel area or in the immediate area where training exercises are being held.

16. All dog handlers are required to attend schedules training classes. Unexcused absences or tardiness from class will not be tolerated.

17. Dogs will not be housed overnight in the Boarding Kennels for the conveniences of the Trainers without permission of the Director or Training Coordinator.

18. Inmate trainers may not have another inmate or inmate trainer handler or care for their dog for any length of time without expressed approval from the Director of the Training Coordinator. Each trainer is responsible for the dog assigned to her.

19. Dogs may play with or chew only PPPP-purchased items that are specifically provided for this purpose. If an assigned dog chews/destroys property other than its own toys, etc., the inmate trainer will be held responsible and will monetarily reimburse any damages.

20. Each dog handler is required to share in the duty of changing the poop bucket on a regular basis.

21. I have read and understood the above rules. I understand that violation of any of these rules may result in loss of handling privileges. I further understand that disregard for these rules indicates irresponsibility as well as unsatisfactory job performance and could result in termination of employment or volunteer status with the Prison Pet Partnership Program.

_____ _____

INMATE TRAINER DATE

_____ _____

DIRECTOR DATE

_____ _____

TRAINING COORDINATOR DATE

APPENDIX VI

AGREEMENT FOR INMATE VOLUNTEERS FOR THE PRISON PET PARTNERSHIP PROGRAM[7]

This agreement is entered into between the Prison Pet Partnership Program, a non-profit organization (hereinafter referred to as "PPPP"), and _____ (hereinafter referred to as ("Volunteer Dog Trainer") for the purposes of volunteering for a Therapy and Service dog training program inside the Washington Corrections Center for the Women in Gig Harbor, Washington.

Volunteer is aware that there is no payment for this service.

Volunteer agrees to perform the tasks as outlined in the Prison Pet Partnership Program Procedure Manual.

Volunteers also agree to attend training classes and seminars assigned by the Program Manager.

Volunteers agree to sign and comply with the enclosed Dog Handlers Contract.

This agreement contains all the terms and conditions agreed upon by the parties. No other understandings, whether oral or written, shall be allowed to amend, modify or otherwise change the terms and conditions unless reduced to writing and signed by both the volunteer and Program Manager.

This agreement shall commence upon the Volunteers date of acceptance.

EXECUTED THIS____DAY OF _____, 199___.

_____
Volunteer

EXECUTED THIS____DAY OF _____, 199___.

_____
Program Manager
Prison Pet Partnership Program

APPENDIX VII

[7] Adapted from *Prison Pet Partnership Program* handout.

CANINE STANDING ORDER[8]

POLICY OBJECTIVE

1. To provide offenders an opportunity to participate in the canine program which has the following goals:

- to provide shelter for homeless dogs which have the potential to be trained as family pets and as assistants to the physically disabled;
- to make trained dogs available for adoption by the above mentioned;
- to teach inmates the skills associated with canine care and training
- to foster responsibility and nurturing for the dogs in a manner that promotes the inmate's self-esteem and provides therapeutic benefit; and
- to promote ties with the community and to provide a valuable service to the community.

AUTHORITY

2. Programs for federally sentenced women are carried out under the following authorities:

- The Corrections and Conditional Release Act. 76-80
- CD 701 - Case Management and Special Needs of Federal Female Offenders
- CD 730 - Inmate Program Assignment and Pay
- The Correctional Strategy for Federally Sentenced Women - July 1994

3. The specific authority for the canine program at Nova Institution is in accordance with the contract for that program approved by the Regional Deputy Commissioner.

STEERING COMMITTEE

4. A Steering Committee comprised of the Canine Instructor, the Team Leader Programs, a volunteer staff member, and two community members having canine expertise, shall guide the operation of the Canine Program. The Steering Committee shall meet not less than once each quarter.

[8] Adapted from *Correctional Service Canada - Standing Order, Canine Program*, Number 736, Nova Institution. 96.11.20

RESPONSIBILITIES

5. The Team Leader Programs is responsible for the overall administration of the canine program.

6. The Instructor for the canine program is responsible for:

   a. the overall operation of the canine program and for the welfare and maintenance of the dogs in the facility and externally as required including veterinary care. The instructor is responsible, in consultation and collaboration with Nova Institution staff, for all issues which may arise with respect to cleanliness, training and health;

   b. ensuring the instructor, or the instructor's delegate, is available on an on-call basis to assist with dog problems and/or to remove the dog(s) if and when deemed necessary by the canine instructor and/or Institutional Management;

   c. ensuring the care of a dog is arranged in the absence of any dog handler for reasons of temporary absence, illness, etc.

   d. providing ongoing monitoring and reporting of the dog handlers' progress towards the objectives of the program.

7. Primary Workers are responsible for:

   a. general attention to the cleanliness of the houses and ground as per their normal duties;

   b. discussing their concerns with respect to individual handlers and dogs with the canine program instructor and/or his or her supervisor.

   c. reporting to the Oi/c any sign of aggression displayed by a dog or inappropriate training by the inmate handler whereby the Canine Program Instructor will be advised and the dog will be removed from Nova Institution. (Dog handlers are made aware of this consequence upon acceptance into the program).

   d. ensuring normal security measures apply in the operation of the program.

8. Inmate Dog Handlers are responsible for:

   a. training only one dog at a time;

   b. all routine dog care such as feeding, watering, toileting and inside/outside cleanup related to the dog;

   c. encouraging tricks such as shade a paw, roll over, jump, twist, bow, play ball, etc.;

d. exercising the dogs outdoors in accordance with a schedule established by the Canine Instructor and Management, at the same time recognizing with Oi/c of the Institution may change a time in schedule to meet operational requirements;

e. ensuring dogs are on a leash at all times when not in the dog handler's room until successful completion of the American Kennel Club Canine Good Citizen Test when the dog will either be adopted back out into the community or begin training as an Assistance Dog. At this time, off-leash training will commence only with the agreement of the Canine Instructor, Institutional Management, the dog handler and other house residents before the trainer will have access to other parts of the house with the dog;

f. ensuring that dogs are not encouraged or trained to bark, or make aggressive approaches to other dogs or people;

g. recognizing that if a dog handler is not complying with institutional rules, the dog will be removed from Nova Institution and returned to the Canine Program Instructor for a length of time as determined appropriate by the Canine Program Instructor and Nova Institution Management;

h. recognizing that if the handler is transferred to higher security or released, the dog in her care will be returned to the Canine Program Instructor;

i. recognizing that the dog will not accompany an inmate into the community outside the perimeter of Nova Institution unless it is a part of the objectives set out in relation to the program and the inmate's correctional plan, and in keeping with her appropriate security considerations.

OTHER CONCERNS

9. Dogs will be removed from the program in the following circumstances:

a. growling or other display of aggression towards humans or excessive aggression towards other dogs (after review by Canine Program Instructor of the circumstances);

b. if the inmate is placed in segregation or moved from the Institution;

c. if the inmate is removed from the Program by Canine Program Instructor due to failure to properly care for and/or train the dog;

d. if the dog, in judgement of Canine Program Instructor, is no longer suitable for the program.

ALLERGIES

10. Should any staff member or inmate indicate he or she is allergic to the dogs at Nova Institution, he or she is encouraged to seek medical advice. In cases where an allergic reaction to the dogs is medically confirmed, arrangements will be made to alleviate the situation, on a case-by-case basis.

OUT-OF-HOUSE PRIVILEGES

11. A schedule of out-of-house privileges for the dogs shall be specified in memorandum and communicated to all staff and inmates. A copy of the memorandum shall be maintained in the Policy Binder in the Duty Room.

CANINE PROGRAM CHANGES

12. Program changes affecting the operation of the institution shall be communicated to all staff in a timely manner.

SECURITY MEASURES

13. Should a situation arise where it is necessary to extract a FSW Canine Handler from her room, the procedures specified in CD 605.1 Cell Extraction shall apply.

References:
CCRA - s.76, s.80
CD 701 - Case Management and Special Needs of Female Offenders
CD 730 - Inmate Program Assignment and Pay
CD 290 - Security Policy
CD 245 - Occupational Safety and Health

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Janet Lai